

CHAPTER I

INTRODUCTION

To provide the clear understanding in this chapter, researcher presents the discourse on the background of the research, statement of the problems, objective of the study, scope and limitation of the study, significance of the study, and definition of the key terms.

A. Background of the Problem

Human is God's creature whose many abilities that are provided with the potentials such as ratio, feelings, also willingness in actions. Those are help them volition in some actions to make them had the means and interact in their daily life. All of the actions based on faith and high morality. It has a beneficial for them to see the values from different perspective and reality for their humanity actions. Basic mankind has no meaning and purpose in their life if their actions are not well and not developed and maintained by human beings themselves so that actions would be transformed from actual to be factual.

Children as one of the subjects in purpose of education have many ways to learn well from their own methods. School could improve and proceed how the way to teach based on the competence and the way the children learned some knowledge whether it is from the outside or the inside. When teachers said something in the middle of the class, they not only deliver the material to the children, but also internalize the values of

the learning to the children. Those values are useful for children in their daily life.

The children's condition of learning also had an impact and influence for them to absorb the information that was given by the teacher in their class. There are some definitions about impaired children that mentioned by the WHO which are impairment, disability and handicapped. Autism children also belong in a group that needs special handling in learning. This affects them to communicate with others.

The problems that happened to the children with ASD (Autism Spectrum Disorder) in their childhood and adolescence often gave people special concern to think about. This happens both to parents and teachers who had impaired children. The problem that happened in turn will influence the teacher, parents and children themselves to handle it. Children with ASD (Autism Spectrum Disorder) had a limit capacity to solve many problems that happened to them during the day. This problem to the children like autism or mental retardation will inhibits them to improve their potentials. Generally, psychological disorder take place to children are almost the same as those that arise to the adults. In typical case, anxiety will decrease mood due to something (Priyatna, 2010).

According to the data from UNESCO, in 2011 people with autism disorder have reached the number of 35 million people or it can be said that 6 out of 1000 person are people who suffer from autism disorder. In

Indonesia, the concern about people especially children with autism disorder is still low. It is because of the concern of autism itself more tend to how the way people communicate and socialize correctly to the people with ASD (Autism Spectrum Disorder). It intended to educate society so there is no negative view and inappropriate handling to the children with ASD (Autism Spectrum Disorder).

The more information, seminars and educational pathway appear to the surface like a mushroom in rainy season. Those are purposed specifically to deal with the problem of autistic children and expected to be one of the way to overcome this issue, but from what it seen, the government gave a little attention to the growing number of autistic children in Indonesia. Unfortunately, there are official data released by the government regarding the exact number of autistic children in Indonesia.

The method of general teaching in general subjects requires special teaching skills, as well as religious teaching. Classroom for impaired students in this case is ASD (Autism Spectrum Disorder) are also distinguished from regular classes with special assistance from competent teachers in the field of counseling guidance, not only learning in exact subjects, but children also get more attention in religious subject. This refers to religious lesson could give provide guidance about student's morality, seen from many perspectives of learning objectives. Religious teachers must also be able to foster and guide their students so that

religious learning especially Islamic values for impaired children can be conveyed and absorbed properly so that it can be applied in daily life.

The Islamic education, start to be carried out very firstly from the parents as known as parents are the first school for their children. Impaired children like ASD (Autism Spectrum Disorder) tend to ignore the instruction given by adults when courses on going. The aspect that must be understood in this teaching process is to understand the student's personality. The methods given to children are very different from ordinary children. Educations that contain Islamic values are not only in the form of cognitive but also psychomotor and affective education which is closely related to Islamic values and how they practice those values in everyday life.

According to Patricia Zarah Salahuddin, the good way to internalize Islamic values consists of character education and the characteristics of a person. It commonly used for built a good character by following the example of Rasulullah SAW (Salahuddin, 2009). This aspect could examine as a methods or approach in developing ways of internalizing Islamic values to the children. It is characteristics can be seen from the attitude of the child in act, what kind of good things are needed in the life of the community. This case also covers how children with ASD (Autism Spectrum Disorder) take steps according to Islamic values.

The main problems that experienced by parents and teachers in teaching students with ASD (Autism Spectrum Disorder) are wrong step

about how the way they communicate and how to internalize the values in learning. Teachers along with parents apply the methods according to the context and sometimes not adjust to the conditions of children who had autism syndrome. Sometimes teachers who teach do not have the qualifications to teach impaired children such as autism.

A person's cognitive activities regarding how they think or use ratios are very influential in the process of knowing and solving problems that arise in their life. Affective, which is activities include how they face reality, behaves, involves morals and appreciation also values. Psychomotor behavior concerns activities that contain motoric movements (Sukmadinata, 2009).

Some challenges dealing by parents and teachers based on the data above are helping children to move their cognitive into affective and psychomotor. Religious activities such as Islamic values cannot only be studied and applied contextually, but also practice because in fact accustomed using practice will be giving more comprehensive to the children in accepting Islamic values themselves.

Understanding and internalizing Islamic values include both of the last aspects, which are affective and psychomotor. The first step that must be passed by the children is learning to use cognitive aspects. The process is quite difficult because impaired children such as ASD (Autism Spectrum Disorder) have a tendency to hard on focusing themselves in

doing something. Parents and teachers should help children understand the values of the lesson and practice it is another level of challenge.

Finding the condition of children with ASD (Autism Spectrum Disorder), the treatment given to children is also special. How to teach, explain and implement Islamic values for them is also different from most children. Thus, the researcher is interested in conducting further research related to the internalization of Islamic values towards children with ASD (Autism Spectrum Disorder).

B. Statement of the Problem

Based on the background that researcher already has explained above, the problems of this study are as follows:

1. How to internalize Islamic values to the impaired children like ASD (Autism Spectrum Disorder)?
2. What are the requirements for the teacher/therapist to teach and internalize Islamic values to impaired children like ASD (Autism Spectrum Disorder)?
3. What are the obstacles faced by teachers/therapists in process to internalize Islamic values to the impaired children like ASD (Autism Spectrum Disorder)?

C. Objective of the Study

There are some main purposes in this research which is to explain Islamic values to the children who has autism syndrome. Thus, specifically the purposes of this research are:

1. Describe the process of internalization to the children with autism syndrome.
2. Identified the requirements that use in learning Islamic values for the children with ASD (Autism Spectrum Disorder).
3. Identified the obstacles faced by the teachers/therapists in process to internalizing Islamic values to the impaired children like ASD (Autism Spectrum Disorder).

D. Significance of the Study

1. Theoretically

Theoretically, this research would took place in internalizing process of Islamic values to the impaired children like ASD (Autism Spectrum Disorder), so that could be a reference, source of reference and literature about the concept of learning and the process of internalizing Islamic values in a good way to the impaired children like autism children.

2. Practically

a. For the Student

To increase the abilities of children in communicating an implementing the Islamic values that given by the teacher and

parents, so that students could practice their cognitive to the affective and psychomotor.

b. For the Teachers

As a reference for teachers to give more attention about how to teach impaired children, also to expand their knowledge about the process of internalize Islamic values to the children with ASD (Autism Spectrum Disorder).

c. For other Researcher

As a description for other researchers to develop this kind of research with a wider scope.

E. Limitation of the Study

The scopes of the study are limited to the subject and object investigated.

1. Subject

The subject of this study at transition class which is Matahari I class in academic year 2018/ 2019

2. Object

The object of this study is the process of internalizing the Islamic values to the children with ASD.

F. Definition of Key Terms

In order to avoid misinterpretation about the tittle of this research above, thus we need a statement of problem to clarify the issue.

1. Internalize

Internalize according to the Oxford dictionary origins from English word “internalization”, could be understood as indirect assimilation or build attitude and somebody’s behavior that could become something natural for someone later. (Digital Oxford Dictionary, 2019) Some of kinds of internalization according to psychology are factor for formation of individual, disposition or self-identity. Internalization is planting, how children understand something until it becomes part of their character. The internalization intended in this study is habituation, instilling Islamic values that data is useful for everyday children's lives.

2. Islamic Values

Value means things that are important and useful for humanity. According to the importance, worth, or usefulness of something (Digital Oxford Dictionary, 2019). Education that must be owned by impaired children such as ASD (Autism Spectrum Disorder) is character education. Honest, patient, responsible, confident and grateful are some of the Islamic values that will be emphasized in this study. The values that are the reference in this study are honesty, patience, responsibility, confidence and gratefulness.

3. Children with ASD (Autism Spectrum Disorder)

The word autism comes from the root of the English word 'auto' which is it-self, called it-self or themselves because autistic children tend to look like someone who lives solitary. Human symptoms of autism look as if they live in their own world (Sunu, 2012). According to DSM V mention the severity of autism classified into three stages are level one, two and three. The severities between each stage are different. Children with severity low or level one are still manageable for accepting the values. Researcher tended to choose this level because in this stage of severity children could understand the values, children also in a good condition to receive Islamic values.

